



Andrell Education
Raising Standards in Education

presents

Big Write[®] & VCOP[®]

Professional Development Conference

Prompt Planning

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Extra Notes:

The Aim of this Series

Prompt Planning

presented by

Big Write & VCOP
A Method for Raising Standards in Writing

To help improve student's planning skills.
Improving planning skills will help students to;

- Have a clearer idea of what they are going to write.
- Be able to begin writing quicker.
- Be able to stay on task during the writing session.
- Improve their time management skills

What is Prompt Planning?

When it comes to getting started, many students sit there tapping their pencil on the page or their fingers on the keys. Why? Because the ideas are not clear in their minds yet.

The scariest moment is just before you begin.
- Stephen King

We need to help students to become quicker and clearer with their ideas, no matter what the text type, so they can begin writing.

Teaching students to plan effectively in 2, 5, or 10-minute blocks, will help them become more confident in expressing themselves.

What is Prompt Planning?

Prompt planning encourages students to investigate and identify their planning strengths and weaknesses.

Together, we will teach the students to;

- Verbalise their ideas in pairs or threes.
- Practice paired planning.
- Play around with graphic organisers.
- Practice without organisers.
- Look for hints and tips in stimulus prompts.
- Borrow, build and begin writing.

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The iPhone is superior to all other smart phones.

In pairs, discuss your response to this statement.

Why do you think that? Can you give any reasons?

Would other groups of people agree with you? Who might they be?

Would some groups of people disagree with you? Who might they be?

What might they say to disagree with your response and why might they say this?

Girls are better than boys

In pairs, discuss your response to this statement.

Why do you think that? Can you give any reasons?

Would other groups of people agree with you? Who might they be?

Would some groups of people disagree with you? Who might they be?

What might they say to disagree with your response?

Graffiti is art not vandalism

In pairs, discuss your response to this statement.

Why do you think that? Can you give any reasons?

Would other groups of people agree with you? Who might they be?

Would some groups of people disagree with you? Who might they be?

What might they say to disagree with your response?

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What can you implement and link to immediately?	What might be a hurdle to plan for?	What's a solution? Or how do I support and extend my students?

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Without the picture/video stimulus to support you, you would have been forced to rely heavily on your prior knowledge.

Do you know what graffiti is?

Do you know what art is?

Who creates graffiti?

Have you seen graffiti, and if so, where was it?

Were there any discussions about it?

Have you seen any movies/documentaries about it?

Have you or someone close to you been personally affected by it?

Are there any stereotypes that come to mind when you think about graffiti?

Are you supporting your students enough with connecting to the stimulus so they can plan?

In pairs, come up with three ideas of how you could help students connect to a stimulus more effectively.

Share with another pair.

Which Text Type Am I Writing?

What text type do you think we are planning for?

Why?

Does the discussion we just had have to lead to that text type?

Why?

What other text types could you write?

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Which Text Type Am I Writing?

Recount – A time you have experienced graffiti as art or vandalism?

Narrative – Being busted for graffitiing.

Procedure – How to create tag style headings.

Information Report – A news article reporting graffiti as art or vandalism.

Exposition - Arguing is graffiti art or vandalism.

Poetry/Song – using art/graffiti as an escape

How can you help students?

If you link planning, writing, editing, and analysing with the content you are teaching, you will reduce the cognitive overload and give students more background knowledge to use in their responses.

It doesn't have to limit the exposure to writing in different text structures. In fact, it should help increase it.

It should also help embed their knowledge of the other content areas you teach.

Pick a concept you have taught in the last few weeks.

In what way could they have used that knowledge to link in a written response?

What text types could you link it to?

What further information or guidance will students need to assist them?

How will you differentiate planning across your grade?

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Personalise Planning

It's important to teach, model, and practice using a variety of graphic organisers with your students to help them to map out their ideas.

But not all graphic organisers will benefit all students.

Look at mind maps as an example.

Start a personalised planning folder where students can add organiser templates that work well for them.

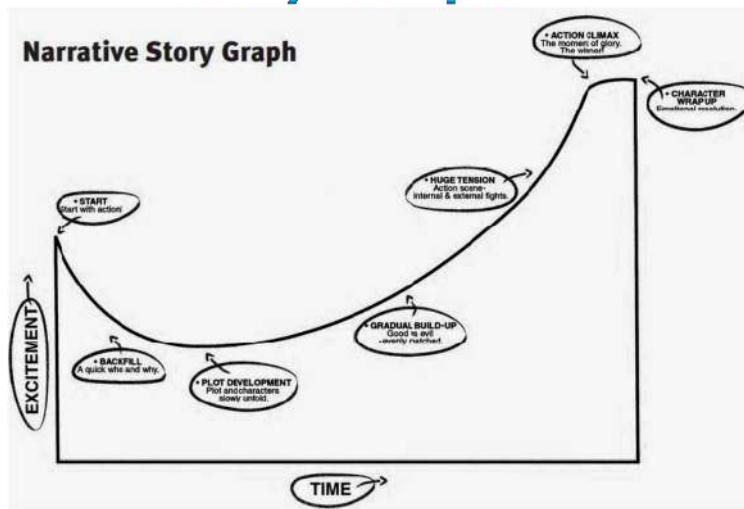
When it comes to completing a prompt planning activity, you can ask them to select one of their personalised graphic organisers to work on.

5 Sentence Story – Look At That

Who/What is the story about?	
One day (when)	
Unfortunately,	
Luckily,	
Finally,	

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Story Graph



Pebble, Rock, Boulder



Opener Ignition

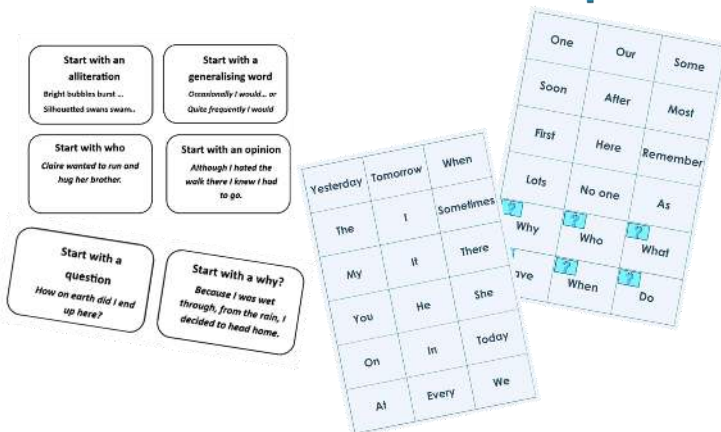
Being an only child is/would be awful - **Recount**

My Mum/Dad is the coolest - **Persuasive**

Visit Drysdale - **Information Report**

Saturn's Rings are disappearing - **Explanation**

Bushfire - **Description**



Start with an opinion

*Although I hated the walk,
I knew I had to go.*

Start with why?

*Because I was wet from the rain,
I decided to head home.*

Start with who

*Claire wanted to run
and hug her brother.*

Start with a description

*Bright flashes of light
reflected on the window.*

Start with telling us when

*In the early hours of
the morning...*

Start with a question

How on earth did I end up here?

Start with a connective

*Even though they were
exhausted, the children
walked on.*

Start with a phrase using 'that'

*It was clear that...
There is no doubt that...*

Expanding Sentences Extension

Who/What did what?	
Adjective*	
How?	
When?	
Where?	
Why?	
Light and Shade	
Shuffle	

Expanding Sentences

"Look at that!"

The rain stopped.

We left the park.

I woke up.

He swam in the river.

I played Minecraft.

5 Sentence Story

Who/What:	3 Billy Goats Gruff
One day (when)	No fresh grass left
Unfortunately,	Other side, troll at bridge
Luckily,	Teamwork to trick troll
Finally,	Eat grass and dandelions

The 3 Billy Goats Gruff were brothers.

One day they run out of fresh grass to eat in their meadow and wanted to cross the river to the luscious grass on the other side.

They needed to cross the bridge that the mean old troll lived under.

Working as a team, they created a plan to trick the troll in order to cross the river.

Now they are enjoying fresh grass and dandelions once again.

Expanding Sentences Extension

Who/What did what?	The girl cried.
Adjective*	The little girl cried.
How?	The little girl cried hysterically .
When?	Just as the shops were closing for the night , the little girl cried hysterically.
Where?	Just as the shops were closing for the night, the little girl cried hysterically in the middle of the complex .
Why?	Just as the shops were closing for the night, the little girl stood crying hysterically in the middle of the complex as she frantically looked for her mother .
Light and Shade	Just as the shops were closing for the night, the little girl stood crying hysterically in the middle of the complex as she frantically looked for her mother. She was lost .
Shuffle	Crying hysterically in the middle of the complex, just as the shops were closing for the night, the little girl searched frantically for her mother. She was lost.

Look for hints

The Box

Today you are going to write a narrative or story.

The idea for your story is "The Box".

What is inside the box? How did it get there?
Is it valuable? Perhaps it is alive!

The box might reveal a message or something that was hidden.

What happens in your story if the box is opened?

Think about:

- the characters and where they are
- the complication or problem to be solved
- how the story will end.

Remember to:

- plan your story before you start
- write in sentences
- pay attention to the words you choose, your spelling and punctuation, and paragraphs
- check and edit your writing when you have finished.



It is cruel to keep animals in cages.

What do you think? Do you agree or disagree? Perhaps you can think of ideas for both sides of this topic.

Write to convince a reader of your opinions.

- **Start with an introduction.** An introduction lets a reader know what you are going to write about.
- **Write your opinions on this topic.**
Give reasons for your opinions. Explain your reasons for your opinions.
- **Finish with a conclusion.** A conclusion is a way to sum up your writing so that a reader is convinced of your opinions.

Remember to:

- plan your writing
- choose your words carefully to convince a reader of your opinions
- write in sentences
- pay attention to your spelling and punctuation
- use paragraphs to organise your ideas
- check and edit your writing so it is clear for a reader.



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Audience

When planning, ask yourself the following:

- What is the text asking me to discuss?
- What is my goal for the audience - what do I want them to think or feel?

Answer the following:

Reword the stimulus heading.

Who is impacted by the topic (audience)?

For each target audience consider how are they impacted by the issue*?

For	Against

* Whichever side has the most points will be the easiest to discuss.

Example

When planning, ask yourself the following:

- What is the text asking me to discuss?
Should a school uniform be compulsory?
- What is my goal for the audience - what do I want them to think or feel?
I agree that it should be.

Answer the following:

Reword the stimulus heading. *The Benefits of School Uniforms Can't Be Ignored!*

Who is impacted by the topic (audience): Parents, Students,

Principal/Teachers and Local Community.

How are they impacted*?

teachers - recognise std - resp. school	students + free dress + show off clothes + not boring - nice clothes + get more use of clothes	principal - rec std - respect school - good + misbehaving	parents - save nice clothes from being wrecked + cost more for uniform - take long time getting dressed. + get more use of clothes	Lang. Community - respect + misbehaving
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Practice Makes Progress

Teach your students to consider as many different audiences impacted by the topic as possible.

In pairs or groups of three, give the students a topic to discuss and ask them to list the audiences that would be impacted.

As they get quicker at listing the audiences, ask them to start listing under each audience how the topic impacts them in both positive and negative ways.

teachers - recognise std - resp. school	students + free dress + show off clothes + not boring - nice clothes + get more use of clothes	principal - rec std - respect school - good + misbehaving	parents - save nice clothes from being wrecked + cost more for uniform - take long time getting dressed. + get more use of clothes	Lang. Community - respect + misbehaving
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Practice Makes Progress

Then they can start practicing creating verbal arguments mentioning the audience.

Take readers' value and expectations into account.

Parents will agree with me that one of the benefits of having compulsory school uniforms is it stops their children's nice clothes from getting wrecked at school.

They can even create a compare and contrast using the brainstorm map. (acknowledge wider audience)

Whilst I agree with students that wearing free dress can be a lot of fun, and you can show off what clothes you have, I can not deny that parents are correct in saying that students will take longer to get dressed in the morning. Do you want to start your day getting yelled at? No thanks!



Talk directly to the audience.

A Narrative Inspiration

Capture the audience's attention with an engaging opener.

If they struggle with the standard format of an exposition, try starting with a narrative structure to set the scene.

The Benefits of School Uniforms Can Not Be Ignored!

"No. No. Hmm, no. Ugh, definitely not! This is ridiculous."

I thought it would be epic when the principal announced that 'due to student feedback, they would be trialling unregulated school attire'. At first, I was confused as I had no idea what that meant, but Sarah, my best friend, explained that we didn't have to wear our crummy school uniform. It sounded too good to be true. I was bursting with excitement at the thought of planning my très chic outfits. But in the words of my pessimistic mother, "If something seems too good to be true, it probably is." Let me explain...

Want to find out more?

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Course descriptions can be found on our website under 'courses', starting with Foundation courses, through to Secondary courses.

To book, check out our 'Upcoming Training'

Or a self-paced short course might be more suitable... they can be accessed via www.teachmepd.com

For more info, or want to book a school PD email: samantha@andrelleducation.com.au



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Facts or examples for my reason.

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Main reasons to support your point of view.

Reason 1:	Reason 2:	Reason 3:
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New Title:

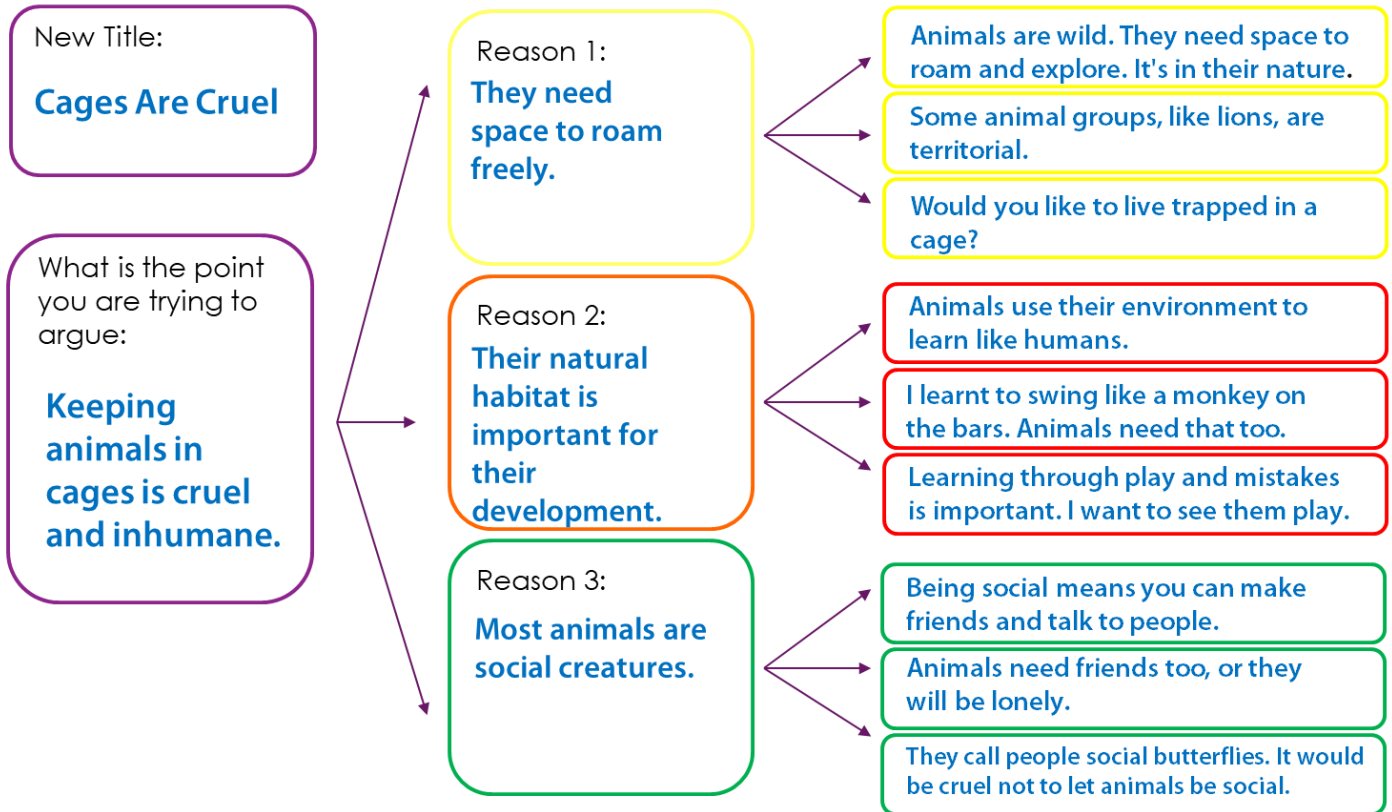
What is the point
you are trying to
argue:

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Example

Main reasons to support your point of view.

Facts or examples for my reason.



Or 2+1 for extension

Main reasons to support your point of view.

Facts or examples for my reason.

